

The Hub Educational Services CIC

Attendance Policy

Attendance Policy Roles and Responsibilities
At is the responsibility of all members of The Hub community. However, we have allocated specific roles and responsibilities to named individuals to ensure that we are meeting statutory requirements.

Directors
At the provision will:

- ensure that the alternative provision fulfils statutory attendance requirements;
- work with staff to establish policies, protocols and expectations relating to attendance;
- reinforce the importance of attendance in documentation and communications as appropriate;
- ensure that key staff receive relevant training relating to attendance;
- review and analyse attendance data and support leaders to address any issues that become apparent;
- offer appropriate challenge regarding attendance data;
- keep up to date with changes in guidance and legislation and ensure that leaders are aware of any changes;
- hold themselves to account for the effective implementation of this policy.

- take responsibility for the implementation of this policy;
- monitor attendance and absence data and communicate key information and data
- monitor the impact of any attendance strategies and systems that are in place, identifying new approaches where relevant;
- ensure that there are systems in place so that when a pupil has a social worker, they are informed about any unexplained absences;
- decide whether requests for leave should be granted in exceptional circumstances.

Designated senior leader for attendance
It is expected that provisions will have a designated senior leader for attendance. At our provision, this person is **Vanessa Brooks.**

The senior leader will:

- oversee attendance across the provision;
- retain an oversight of attendance data across the provision;
- foster a clear vision and expectations throughout the Hub community;
- identify and/or devise systems and interventions to improve attendance;
- arrange meetings with parents/carers to address attendance issues; **Attendance staff** Those responsible for the day-to-day oversight of attendance at the provision will:
- monitor individual and group attendance on a day-to-day basis;
- gather information and produce reports relating to attendance (as required by leaders);
- work with education welfare officers and any other external partners to tackle attendance issues;
- deliver targeted interventions where a need has been identified;
- provide additional support for attendance in line with the AP's policy on this
- Report attendance for all students every day and highlight where children have not arrived by 10am

Tutors will:

- complete attendance registers at the times specified by the AP using the AP's agreed systems;
- use accurate attendance and absence codes as set out in Working together to improve school attendance.

Parents and carers
Parents and carers will:

- ensure that their child is in the provision each day, except for when a statutory reason applies;
- notify the provision of their child's absence as soon as possible using the AP's agreed systems;
- ensure that leave of absence is only requested in exceptional circumstances and, where possible, advance notice is given;

- book any non-emergency medical and dental appointments outside of the provisions day, where possible;
- engage with any support offered to address any barriers to their child's attendance.

Pupils
Pupils will:

- attend punctually every day that they are supposed to
- attend all sessions on time;
- engage with any support offered by the AP to help them overcome any barriers to attendance.

Protocols and Procedures
Recording attendance
In line with statutory requirements, we will keep a digital register of everyone that attends the AP.

The AP will add pupils to the admission register at the beginning of the first day on which it has agreed with (or been notified by) the parent that the pupil will attend the AP. If a pupil fails to attend the provision on the agreed starting day, the AP will follow this up and establish the reason for absence.

Once a pupil is added to the admissions register, their attendance or absence will be recorded for each session. The register will take place at the start of the day and also once during the second session.

Codes recorded in the register will be in line with the guidelines set out in Section 8 of Working together to improve school attendance.

We will also record:

- whether the absence is authorised or not (if the pupil is of compulsory age);
- the nature of any off-site activity;
- any exceptional circumstances that have resulted in an absence.

- We will always report a child that has not arrived and obtain a reason for them not attending.

Amendments to the attendance register
Clear and accurate records of amendments made to the attendance register will be kept. These will note:

- the original entry;
- the amendment that is being made;
- the reason for this amendment;
- the date that the amendment is being made;
- the name and position of the individual making the amendment.

Monitoring and analysing attendance
We monitor the attendance of our pupils so that we can identify any issues, concerns and patterns of absence. We use a range of systems to monitor absence on a daily, weekly, termly, half-termly and annual basis. We monitor the attendance of individuals, groups and cohorts, as well as looking at attendance patterns across the whole provision.

We will use our monitoring data to identify any individuals, groups or patterns that are a cause for concern and then take measures to address these. This data will be used in discussions with families and when evaluating the impact of any attendance strategies that we implement.

Reporting to parents and carers
We understand the importance of keeping parents and carers informed about their child's attendance, as well as reminding them of the implications of poor attendance. Our systems for reporting attendance and absence to parents and carers are as follows:

Strategies for promoting good attendance

We recognise the importance of promoting good attendance and making sure that pupils and their families understand the effect of poor attendance on their life chances.

Authorised and unauthorised absences
We recognise that every absence is unique so the AP will consider whether to authorise an absence on a case-by-case basis.

The following will give a guide as to whether the absence is likely to be authorised.

Typical scenarios for authorised absences include:

- illness;
- emergency medical and dental appointments;
- religious observance for recognised religious holidays/festivals;
- a pupil taking part in a performance if the local authority has granted a licence for this; • a pupil on maternity leave; • a pupil being suspended or excluded;
- a traveller absence where this is for occupational reasons;
- pupils on a temporary, part-time timetable, where this has been arranged by the school;
- bereavement (close friend or family member);
- study leave (where this has been approved by the school);

In the examples listed above, the AP will still usually need to grant permission for the absence to be authorised.

Unauthorised absence is where a pupil's absence is for a reason that is deemed to be unacceptable by the provision or where the reason for a pupil's absence has not been provided and cannot be established.

In the case of illness, the absence will usually be authorised unless there are grounds for concern that the illness may not be authentic. In these instances, the school may ask for supplementary evidence, such as a doctor's note, appointment card, medical report, etc. The school will not ask for this additional evidence unnecessarily.

If, after requesting evidence, the school is still not satisfied that the reason given is genuine, it will be recorded as unauthorised. Parents or carers will be informed of this.

Non-emergency appointments
We request that non-emergency medical and dental appointments are booked outside of the timetabled day to minimise lost learning time. Where this is not possible, permission for absence should be sought in advance.

Punctuality
Pupils must arrive on time each day.

The morning register will open at 9.30am and will be kept open until 10.00am

Pupils arriving after the register opened but before the register is closed will be marked as late using the appropriate code. Pupils arriving after the register has closed will be marked as absent using the appropriate code; however, the arrival time will be noted to ensure that there is a clear record that the pupil is on site.

The day ends at **2.30pm**

Reporting absences
If a parent or carer needs to report an absence to the AP, they should follow the agreed procedures as set out below:

Parents or carers are requested to report all absences before 10am each day (or as soon as reasonably possible.)

These systems should be used to report day-to-day absence and attendance issues. For more detailed support with attendance, parents should contact: Vanessa Brooks

Requesting term-time absence
Requests for advanced approval of term-time absence will not be granted unless there are exceptional circumstances.

Parents or carers should plan their holidays around holidays and avoid seeking permission to take their children out of during term time, unless it is absolutely unavoidable.

If there are exceptional circumstances, then a request can be made using our absence request form, which can be found at the AP.

Requests for term-time absences should be made as soon as possible and at least 7 days before the absence is due to take place. However, we recognise that in some rare instances, this will not always be possible.

Requests for term-time absences will be considered on a case-by-case basis taking the facts, circumstances and any supporting evidence into consideration. Leave of absence due to exceptional circumstances is at the discretion of the Directors. This includes the length of time that the leave will be granted for.

Managing persistent and severe absence
We will identify and address instances of persistent and severe absence.

Persistent absence is defined as a pupil who is absent for 10% or more of scheduled sessions.

Severe absence is where a pupil misses 50% or more of scheduled sessions.

We will identify persistent and severe absence using the systems for monitoring and analysis as outlined above.

To respond to persistent and severe absence, the school will seek to identify and address root causes. As there are a wide range of reasons for this occurring, the response will be determined on a case-by-case basis. However, typical strategies will include:

- supporting the pupil and their family to understand the reasons that attendance is important and the possible implications of repeated absences;
- enhanced monitoring of individual pupils where attendance is (or could be) an issue;
- holding meetings with parents or carers to discuss concerns;
- offering specific pastoral support using the resources and staffing already available within the AP
- working with external partners to address the underlying factors that are causing the absence;
- Visits to pupil's property if no contact from parent is combined with persistent absence

Welcome and reintegration

At the Hub, we recognise the importance of a smooth transition back to school for students who have been absent. The process of reintegration is designed to support each child's return and to ensure they feel welcomed and comfortable in their learning environment.

Upon a child's return to provision after an absence, it is imperative that teachers and support staff engage in a comprehensive reintegration process. This will typically take place on the first day of the student's return. A designated member of staff, typically the teacher or a member of the pastoral care team, will be responsible for facilitating this process. They will meet with the student to discuss their absence and any concerns they may have, as well as to review academic progress and emotional well-being.

Furthermore, we encourage open communication with parents or guardians throughout this process. A follow-up meeting may be scheduled within the first week of the student's return, enabling a collaborative discussion regarding any additional support that may be required. This could include academic assistance, mental health support, or adjustments to the student's timetable to ease their transition back into full attendance.

It is our commitment to create an inclusive and supportive environment in which every student feels valued and understood. Reintegration is not merely about returning to lessons; it is an opportunity to rebuild connections with peers and staff, ensuring that every child has the resources they need for a successful reintegration.

At The Hub, we are dedicated to promoting positive attendance and supporting all students in their educational journey, recognising that each individual's needs and circumstances may vary.

Handling unexplained absences
If a pupil is absent from without an explanation, the AP will take the following steps to determine the whereabouts of the child and the reason for their absence:

- Call parents
- Notify schools or commissioners of the place in the provision
- Contact the child directly

If, after repeated efforts to establish the circumstances around the child's absence, the AP is still not able to establish this, the following steps will be taken in line with our safeguarding protocols:

Refer to the Directors for further investigations.

Children missing in Education:

Some children and young people, often the most vulnerable, are at greater risk of going missing from education. These include:

- looked after children / children who are privately fostered
- children moving out of independent schools
- children living in women's refuges
- young runaways
- young carers
- children from transient families
- teenage mothers
- young offenders
- children permanently excluded from school
- children of homeless families, including those living in temporary accommodation
- children with long term medical or emotional problems
- unaccompanied asylum seekers / children of refugees or asylum seeking families
- children from a Gypsy, Roma or Traveller background

Children missing from education are at much greater risk of:

- physical harm
- neglect
- sexual exploitation
- becoming involved in crime
- demonstrating anti-social behaviour
- abusing drugs and alcohol
- being illegally employed
- forced marriages
- honour based violence
- radicalisation
- modern day slavery/trafficking
- female genital mutilation

During the first 10 days of absence, reasonable attempts to locate the child and facilitate his/her safe return to the provision will be made. In the first instance the non attendance will be reported to the school or commissioner as appropriate.

Reasonable Enquiries to find the child can include:

- Checking with all members of staff who the child/young person may have had contact with
- Checking with the pupil's friends, siblings, and known relatives
- Making telephone calls to any numbers held/identified including emergency contacts
- Sending a letter to the last known address
- Carrying out home visits at different times to check who is at the home address and other known addresses, and check with neighbours and known friends.

- Asking for the address the family is moving to.
- Checking which school a child is expected to attend.
- Requesting copies of flight information. This list is a guide and is not an exhaustive list.

If any child is absent for 10 consecutive days, no reasonable explanation has been provided and the child's whereabouts are still unknown then The Hub will make a referral to the Education Inclusion Service to request assistance in tracking the pupil. The Hub will complete the CME School Referral Form. This referral should detail the efforts already made by the provision and a copy should be provided to the school.

If a child is presumed missing in education, we will use the following document as guidance on next steps:

https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf

Monitoring and Review
This policy will be reviewed every 1 year. If there are any changes in legislation or government updates, the policy may need to be reviewed before the next scheduled update.

The policy will be reviewed by Vanessa Brooks Emily Neale, Scott Brooks, Claire Pyper

Policy last updated: April 2026

Date of next scheduled review: April 2027